

ABSTRACT

Peni Setyorini. K7115127. The Increase of the Activeness of Questioning through the Guided Inquiry Model of the Theme of Heat and Its Transfer in Grade V Students of SD 3 Wonosari in Academic Year 2018/2019. Thesis of the Teaching and Education Faculty of Universitas Sebelas Maret Surakarta, March 2019.

This study aimed to: (1) describe the application of guided inquiry model, (2) increase the activeness of asking questions on the theme of Heat and Its Transfer, (3) improve learning outcomes on the theme of Heat and Its Transfer, (4) describe the constraints and solutions to the implementation of guided inquiry model in increasing the activeness of questioning ask and learn the results of the Heat and Its Transfer Theme in Grade V Students of SD Negeri 3 Wonosari.

This research is a collaborative classroom action research (CAR) carried out in three cycles. Each cycle consisted of planning, implementation, observation, and reflection. The subjects of this study were fifth grade students of SD Negeri 3 Wonosari in Academic Year 2018/2019, totaling 25 students. The data used were in the form of qualitative data, namely the application of guided inquiry and activeness of questions, quantitative data, namely the test of learning outcomes and the number of students who asked. Collection techniques included tests, observations, interviews, and documentation. Data analysis used triangulation techniques and sources. Analysis of quantitative and qualitative data included data reduction, data presentation, conclusion drawing/verification. The results indicated that: (1) a guided inquiry model could increase the activeness of questioning and learning outcomes of the theme of Heat and Its Transfer with the following steps, namely: (a) giving orientation, (b) formulating problems, (c) formulating hypotheses, (d) collecting data, (e) testing the hypothesis, (f) concluding; (2) the guided inquiry models can increase question activeness seen from an increase in the average activeness of questions in cycles I, II, and III, namely 64.38%, 76.85%, and 86.53%; (3) guided inquiry model capable of improving learning outcomes seen from an increase in the percentage of completeness of students in Indonesian language subjects in the first cycle of 72.0%, increased to 82.0% in cycle II, and increased to 92.0% in cycle III. The increase in the percentage of science learning outcomes in the first cycle was 74.0%, increased in the second cycle, namely 86.0%, and increased in the third cycle namely 94.0%; (4) constraints in study were: (a) students were still hesitant in conducting experiments so that the time needed was longer ; (b) joking and passive students when discussing. The solutions to the constraints encountered are: (a) students are guided to look at the experimental steps that are available and the teacher can manage time well; (b) students receive guidance from the teacher so they are not joking and active during the discussion.

The conclusion of this study is that the guided inquiry model could increase the questioning and learning outcomes of the theme of the Heat and Its Transfer in the fifth grade students of SD Negeri 3 Wonosari in Academic Year 2018/2019.

Keywords: *activeness of questions, learning outcomes, guided inquiry, theme of heat and its transfer*